

# PROJECT DEVELOPMENT STEP 1

## IDENTIFY LONG RANGE GOALS

### **Activity 1.1: Community Goals and Project Ideas**

The community's long-range goals are the foundation for all projects. This exercise will help you define long-term goals that relate to this project and the problem.

Describe your community's long range goals:

Where can statements of those goals be found? (e.g. Comprehensive Plan, Strategic Plan, etc.)

Describe the people of the community that developed the long range goals:

Enter the long range goal(s) that relates to your project into the "BEST" threshold of your scale.

# PROJECT DEVELOPMENT STEP 2 (CONDUCT A COMMUNITY ASSESSMENT)

## PART 2A-----ASSESSMENT TO IDENTIFY THE PROBLEM(S)

### Activity 2A.1: Community Problems Questionnaire

This exercise will help you clearly define the community condition(s)/problems your project will be addressing. (When completing this activity for your own project, the information should be based on an actual assessment in your community.)

Who? Where?	What? Why?	Evidence of the Problem	Impact if Problem is Resolved
Who/what is impacted by the problem ?	What is the community condition/problem impacting the community?	What evidence do you have to support your claim?	What are the consequences of meeting the need?
Where?	Why does this condition occur?		How is resolving the negative condition linked to your organization?

<sup>1</sup> Mim Carlson, Winning Grants Step by Step (San Francisco, CA: Jossey-Bass) 22-23.

## **Activity 2A.2: Problems List**

List all of the problems identified by the community that are currently preventing the community from achieving its long-range goal(s).

## **Activity 2A.3: The Problem Tree**

Completing a problem tree analysis can help you find solutions to identified problems by mapping out causes and effects. Choose one of the problems identified above and follow the steps below to complete this activity. Refer to the example in Appendix B of the manual.

Discuss and agree on which problem to analyze based on those identified in Activity 2A.2. Write the problem in the center of the flip chart. This becomes the “trunk” of the tree.

As a group, identify the causes of the problem. Place them on the flipchart as the “roots” of the tree.

Identify the consequences of the problem. These become the “branches” of the tree.

Next, cluster the causes and consequences into groups focusing on similar themes.

Next, review your problem tree and discuss its design within your group. The causes and consequences can be shifted and rearranged, including sub-branches and roots. The group may also choose to arrange these items according to priority or importance in the community. Record related ideas and points on a separate sheet of paper as they are brought up during the discussion. These ideas could include solutions, concerns, or decisions.

After finalizing your problem tree, use it along with the chart from **Activity 2A.1** to draft a problem statement and enter that Statement into the “BAD” threshold of your scale.

**Some questions to consider during your problem tree discussion:<sup>2</sup>**

Does this tree accurately describe and define all economic, political and socio-cultural dimensions to the problem?

Which causes and consequences of the problem are getting better, which are getting worse and which are staying the same?

What are the most serious consequences? Which are of most concern? What considerations are important to us in thinking about a way forward?

Which causes are easiest / most difficult to address? What possible solutions or options might there be? Where could a policy change help address a cause or consequence, or create a solution?

What decisions have we made and what actions have we agreed upon during our discussion?

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# PROJECT DEVELOPMENT STEP 4

## DETERMINE THE PROJECT GOAL

### **Activity 4.1: Goal Questionnaire**

Write your project idea:

Write your intended target population:

Write the primary problem(s) the project will address (refer to the problem tree):

Enter the problem statement you developed in Activity 2.3:

Write how the project fits within and addresses one or more of the community's long-range goals:

Considering the five previous responses, write a project goal statement. Enter that goal statement into the "BETTER" threshold of your scale.

# PROJECT DEVELOPMENT STEP 6

## DEVELOP PROJECT OBJECTIVES AND ACTIVITIES

### Activity 6.1: Goal, Objective, or Activity?

It can sometimes be difficult to distinguish between the project goal, objectives, and activities. The following examples will help you develop clear, concise, and S.M.A.R.T. project objectives to accompany your goal and activities.

#### Project 1: Language

- G Increase the Tautua village members proficiency of the Samoan language. (*Goal*)
- O Increase the teaching materials required for summer language camps by developing 24 workbooks by the end of year one. (*Objective*)
- O By the 12th month, project staff will increase teacher effectiveness by providing 520 hours of teacher training in 12 specific areas. (*Objective*)
- A Meet with elder consultants and elder's resource council to identify 20 key terms and 4 phrases. (*Activity*)

#### Project 2: Economic Development

- G Expand the National Pacific Islander Business Development Fund's (NPIBDF) service area outside of Hawai'i into a five-state area to implement a culturally appropriate training model of business development services. (*Goal*)
- O By the end of the 12th month, stabilize and expand at least 15 existing Samoan businesses in new areas. (*Objective*)
- A Set up six 33-hour business development courses. (*Activity*)
- A Train a minimum of 100 new Samoan entrepreneurs. (*Activity*)

#### Project 3: Environment

- G Develop the organizational capacity of Tautua, Inc. to effectively and efficiently meet the environmental and biological monitoring and reporting requirements of the Shady Forest Act to ensure economically viable and environmentally responsible management of the Shady Forest. (*Goal*)

- O By the end of project year one, develop and deploy a community outreach program targeting community members, other forest landowners, and partners. (*Objective*)
- A Develop a site placement plan and data collection rotation schedule for all necessary site sites in the Shady Forest. (*Activity*)
- A Train staff on how to update the website with articles, graphics, and information. (*Activity*)

### Activity 6.2: S.M.A.R.T. Objectives?

Which of the following are measurable objectives for an ANA project? (Check those that apply.)

- ☐ Two teachers will have been trained.
- ☒ During the 12 month project period the Pacific Islander Center will train individuals to become data input operators through our new computer training center with 15 being certified each quarter for a total of 60 for the project year, with a minimum of 30 being hired at local data centers in our region.
- ☒ By the 6th month of our language planning project, curriculum materials for K-3 will be developed in the areas of Reading and Math in the Samoan language as measured by the development of 20 new curriculum items in each category.
- ☐ By the end of the project a Healthy Marriage Program will have been developed.
- ☒ During the first project year, Tautua, Inc. will have trained a total of six elders on the proper classroom procedure requirements for state teaching certification with a minimum of four receiving certification and being placed in classrooms.
- ☐ A training workshop will be held for 50 people.

### Activity 6.3: Establish Project Objectives and Activities

Draft a project objective for your project:

Answer the following questions:	Yes	No
Is the objective Specific?		

Is the objective Measurable?		
Is the objective Achievable?		
Is the objective Relevant and Results Oriented?		
Is the objective Time-bound?		